

## Focus on Growth: Performance Assessment and Feedback



Laura Terrill  
ACTFL Workshop – March 2017

## Learning Targets

I can **identify** and **explain** performance expectations for each level of instruction.

I can **use** common rubrics for each mode of communication.

I can **create** and **implement** assessments in each mode.

I can **design** lessons that embed vocabulary and grammar in support of communicative goals.

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3

## What does it mean to be proficient?



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4



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7

Alimenti e bevande	Kcal	Minuti di cammino (a 3.2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
Parino con hamburger al doppio formaggio	450	170 minuti	140 minuti
Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

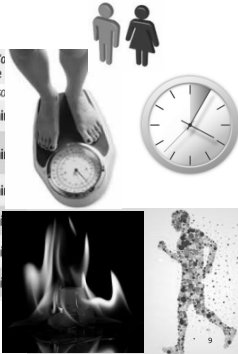
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8

## Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3.2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 mi
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## Practice in target language; assess in English

Comment dit-on.....  
How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

- une quantité de coca (an amount of coke)
- pas toutes les profiteroles (not all the profiteroles)
- une sauce blanche (a white sauce)
- Quelque chose de jaune qui va souvent avec un hamburger (something yellow that often goes with a hamburger)
- La nourriture qui exige plus de deux heures de marcher pour éliminer les calories (the food that requires more than 2 hours of walking to get rid of calories)

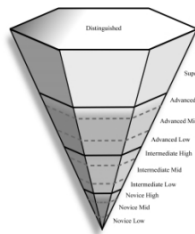
Quelle est l'idée principale?  
What is the main idea?

- La différence entre les hommes et les femmes (difference between men and women)
- Une comparaison entre les calories et l'activité (A comparison between calories and activity)
- La nourriture qui est de mauvaise santé (food that is unhealthy)

10

## Performance and Proficiency

### Proficiency



### Performance



ACTFL  
Assessment of Foreign Language Proficiency

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11

## Proficiency

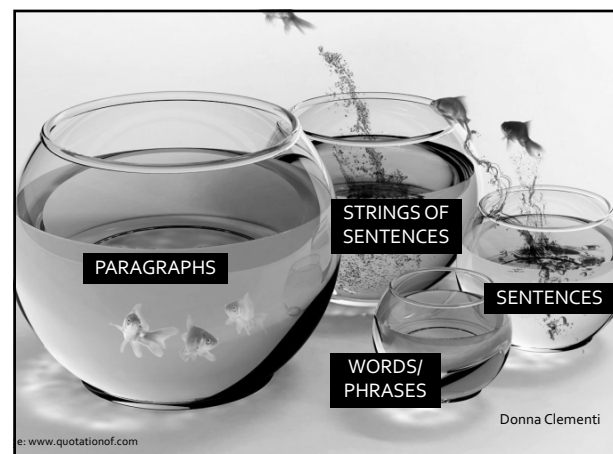
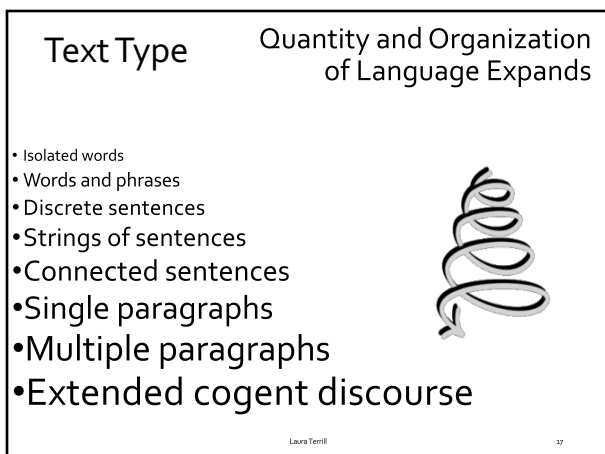
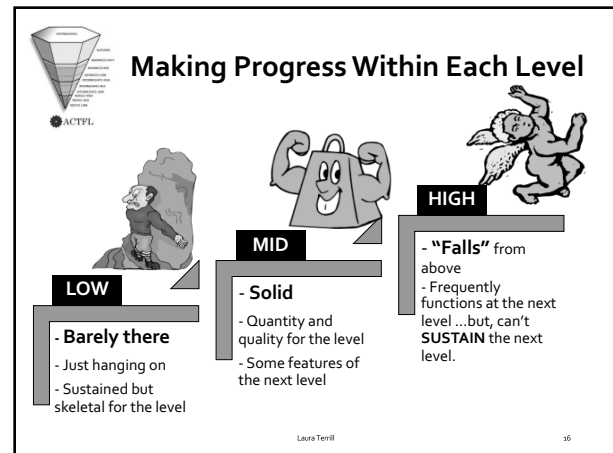
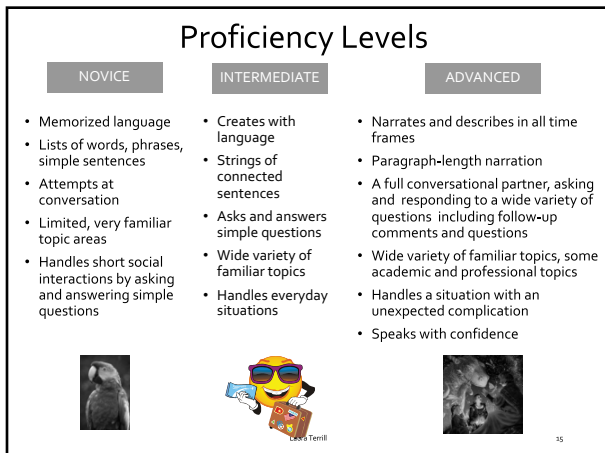
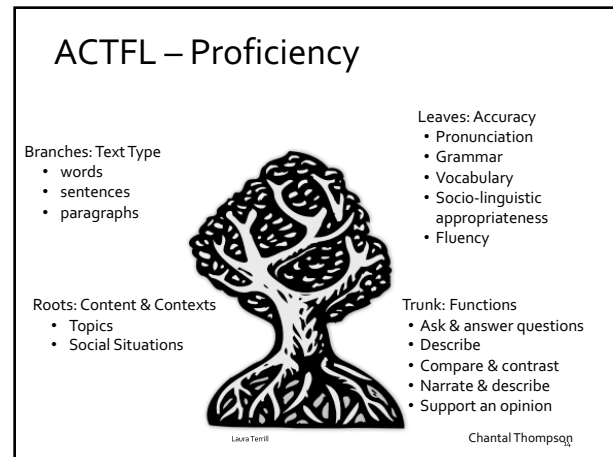
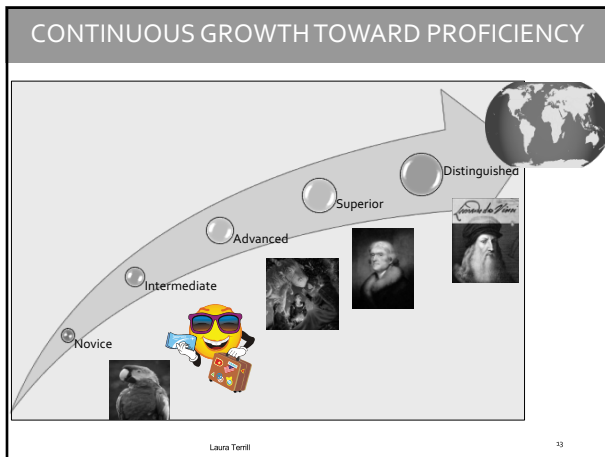


### Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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12



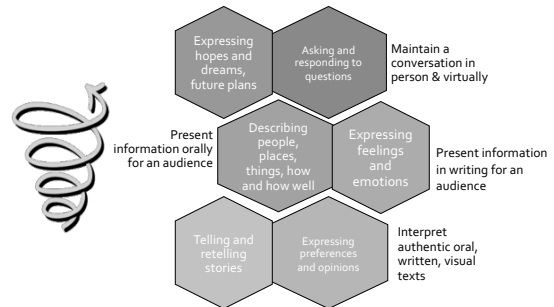
## Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b>  <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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## Key Functions and Related Tasks



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## Spiral of Key Functions

FUNCTION	NOVICE	INTERMEDIATE		ADVANCED	
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather		Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret		Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

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## Performance



### Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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## NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and single sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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## ACTFL Performance Domains

Domain	Parameters of Performance	Examples
Functions	<ul style="list-style-type: none"> <li>What types of communication can the learner understand and use?</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Describe a person, place, thing</li> <li>Express likes, dislikes with reasons</li> <li>Tell a story with detailed descriptions</li> </ul>
Contexts and Content	<ul style="list-style-type: none"> <li>What are the contexts (situations) in which the learner can communicate?</li> <li>What are the topics that the learner can understand and discuss?</li> </ul>	<ul style="list-style-type: none"> <li>Oneself</li> <li>Family</li> <li>Community</li> <li>Interests</li> <li>Professions- occupational needs</li> <li>Global issues</li> <li>Words</li> </ul>
Text Type	<ul style="list-style-type: none"> <li>What types of texts can the learner understand and produce in order to be a novice, intermediate, or advanced communicator?</li> </ul>	<ul style="list-style-type: none"> <li>Phrases</li> <li>Sentences</li> <li>Questions</li> <li>Strings of sentences</li> <li>Paragraphs</li> </ul>



## ACTFL Performance Domains

Domain	Qualities of performance	What it describes
Language Control	How accurate is the language?	Learner's level of control over the language they use
Vocabulary	How broad is the vocabulary?	The number of topics and related specificity that a learner can address
Communication Strategies	How does the learner maintain communication?	Strategies to negotiate meaning and express oneself
Cultural Awareness	How is cultural knowledge reflected in language use?	Products, practices, and perspectives used to communicate successfully

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## Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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## PERFORMANCE towards PROFICIENCY



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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27

## Targeted Language Goals



In 10 words or less, how would you define the goal for a level 2 high school class?

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28

## Targeted Performance

### Level 1 — (Novice High)

- use simple sentences / questions on very familiar topics

### Level 2 — (Novice High – Intermediate Low)

- create with language at the sentence level
- ask questions

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29

## Targeted Performance

### Level 3 — (Intermediate Low – Intermediate Mid)

- develop ideas with supporting details in three time frames

### Level 4 — (Intermediate Mid – High)

- sustain paragraph length in one time frame
- narrate and describe in three time frames

### Level 5 — (Intermediate High – Advanced Low)

- state an opinion and defend/support that opinion

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30

## 32

## 33

34

6

## NAEP Foreign Language



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37

## Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?

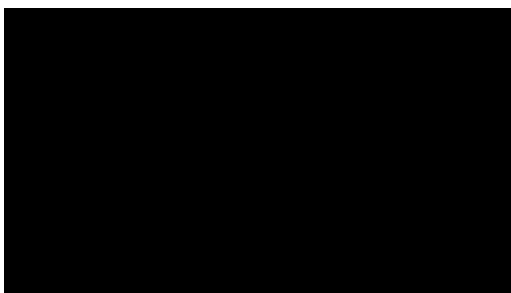
- What **interpersonal** conversation would students be likely to have on this topic?

- What might students do in the **presentational** mode as a way of making learning more concrete?

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38

## Ma vie au soleil



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39

## Ma vie au soleil



Watch sound off, generate a list of possible words and phrases. Read script, circle any words on your list or similar to those on your list, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image from video or related to vacation. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

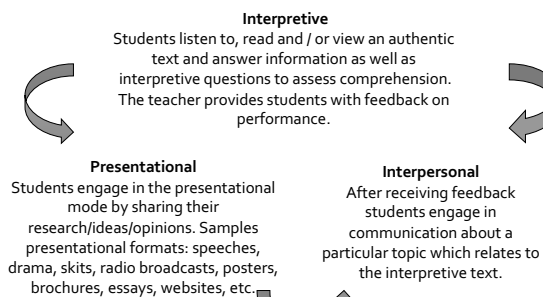


Create a padlet or use post-its to allow students to post sentences showing what they like to do on vacation.

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40

## ACTFL Integrated Performance Assessment



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## Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Integrated Performance Assessment Interpretive Mode – ALL LEVELS				
Page 125 Implementing Integrated Performance Assessment (2013)				
CRITERIA	Exceeds Expectations	Meets Expectations	Meets Expectations	Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
<b>LITERAL COMPREHENSION</b>				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
<b>INTERPRETIVE COMPREHENSION</b>				
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text; inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/Listening/Viewing between the Lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/themes accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/themes accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/themes accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/themes is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

## VIAJE A CHILE

### DOCUMENTOS DE ENTRADA AL PAÍS

Pasaporte válido por al menos 6 meses, es requisito para todos los extranjeros que visitan Chile. Tourist Card de 90 días, es necesaria para todos los visitantes, ésta, a su vez, es renovable por otros 90 días en el Departamento de Extranjería.

### NUESTRO BELLO PAÍS

Chile es un país atractivo de visitar en cualquier época del año, debido a su vasta y variada extensión geográfica. La zona norte del país es calurosa y seca durante todo el año. Aunque hay que estar preparado para las frías noches en la zona del Desierto de Atacama.

La Zona Sur las visitas región de Los Lagos es conveniente realizarlas durante los meses de verano aunque la posibilidad de lluvia está siempre presente en estas regiones del país.

La Zona Austral los atractivos más representativos son Las Torres del Paine y la Laguna San Rafael debido a su imponente belleza. Es ideal para los amantes del esquí visitar Chile en época invernal (Junio a Agosto). La famosa Isla de Pascua es menos calurosa, más barata y menos concurrida en los meses de invierno y primavera que en verano. Lo mismo sucede con la Isla de Juan Fernández.

## Key Words - Find these words in Spanish from the text.

1. is required
2. renewable
3. visitors
4. any time of the year
5. cold nights
6. always present
7. imposing beauty
8. less crowded

### Key Word Recognition

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
Not yet	6	Struggles to understand key words within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

## Supporting Details - What information does this article give about Chili? Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

	True	False	Not in article	Statement	Copy the phrase that gives evidence for or against the statement.
1.				Chili is located in to the west of Argentina.	
2.				The nights in the desert are cold.	
3.				Red Bank is the name of a city in Chile.	
4.				There is always the possibility of rain in the southern area of Chile.	
5.				People should visit Chili in the winter.	
6.				Tourists only need a passport to visit Chili.	
7.				A tourist card lasts for 90 days.	
8.				Easter Island is known for its monumental statues.	

## Supporting Details

### Supporting Details

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
Not yet	6	Incorrectly identifies most details and is not able to provide accurate information for those details.
No Comprehension	5	Does not provide a response.

**Main idea.** Based on what you've read, who is most likely to read this article?

- A person who wants information on the history of Chile
- A person who is looking for an general tour of Chile
- A person who is looking for general tourist information about Chile

What in the article caused you to select your response? Answer in English.

Main Idea		
Strong Comprehension	10	Identifies the complete main idea(s) of the text.
Meets Expectations	9	Identifies the key parts of the main idea(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
Not yet	6	Struggles to identify the main idea; may identify a detail that is not relevant to main idea.
No Comprehension	5	Does not provide a response.

## Blended Rubric – Literal Comprehension

Literal Comprehension - Key Word, Main Idea, Supporting Details		
Strong Comprehension	10	Identifies all key words/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/ideas appropriately within the context of the text.
Not yet	6	Struggles to understand the key ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/ideas appropriately within the context of the text or does not respond.

## Guessing meaning from context.

According to the article, what do the following **boldfaced** words mean in English?

- documentos de **entrada**
- variada** extensión geográfica
- en **época** invernal
- calurosa** y seca

Guessing Meaning from Context		
Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Not yet	6	Attempts to infer meaning but inferences are not plausible or are not in the context of the text.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

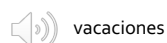
**Inferences** - Would a person who loved being active outdoors year round like living in Chile? Why or why not? Support your answer by giving 2 reasons from the article. Write in English.

Inferences		
Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
Not yet	6	Inferences are made, but they are random guesses not supported by the text.
No Comprehension	5	Does not provide a response.

## Blended rubric – Interpretive Comprehension

Interpretive Comprehension - Organizational Features, Guessing Meaning from Context, Inferences, Author's Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text		
Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible interpretations and inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
Not yet	6	Attempts inferences and interpretations, but they are not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

## Interpretive Listening



vacaciones



vacances

- What is the main idea of the text?
- What is (name of person) doing on vacation. Name at least (3) things.
- Would you enjoy this type of vacation? Why or why not? Give (2) specific reasons from the text.

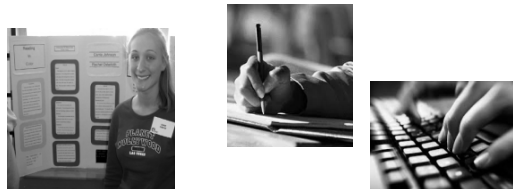
## Blended Rubric – Literal Comprehension

### Literal Comprehension - Key Word, Main Idea, Supporting Details

Strong Comprehension	10	Identifies all key words/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/ideas appropriately within the context of the text.
Not yet	6	Struggles to understand the key ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/ideas appropriately within the context of the text or does not respond.

## Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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## Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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## Presentational – On Demand

What an awesome trip! Write a review for TripAdvisor describing a vacation/staycation that you have taken. Comment on where you went and what you did. Comment on the different aspects of your vacation as indicated in the graphic organizer that follows. Be sure to include your feelings. Remember others are reading your review to determine whether your vacation is right for them .

**Part 1:** Jot down words and phrases that relate to each of the questions on the graphic organizer. **Note to teacher - The graphic organizer should be in the target language.**



**Part 2:** Write your paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

## Presentational "On Demand" Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

Laura Terrill

## Presentational "On Demand" Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
<b>How organized is my writing?</b>	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
<b>How are knowledge and understanding of the target culture represented?</b>	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

Laura Terrell

## Presenational "Polished" Project

You are working as a travel agent in a Spanish-speaking country. Your client has selected his/her destination and you have gathered important details about his/her preferences. You must create an itinerary for your client with the goal being that they will opt to purchase it.

## Your itinerary must include the following information:

- Key details - where, when, number of day, travel details, cost
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you are going to do or not do depending on weather
- Tourist details - where you are going to stay, eat, etc.
- Personal reaction - your thoughts about the vacation, what you learned about yourself and those in the target culture

## Presenational "Polished" Project, cont.

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic.

## There are 2 grades for this project:

- Presentational Writing - See rubric
- Presentational Speaking - See rubric

## Project Outline

Select your destination.

1. Locate images that enhance the information you want to share. Create a "story/itinerary" about the trip that brings in the points that are outlined above.
2. Write the itinerary for your client. Submit the itinerary and the image possibly in tool like PowerPoint. This will be scored using the presentational writing rubric.
3. Select no more than 5 words per slide. These words should also enhance the image(s), but will also serve as your notes as you present your trip to your client.
4. Rehearse your presentation with at least 2 other partners.
5. Present in small groups. Ask questions when appropriate as others present.
6. Nominate a presenter in your group to share with your class.

## Spoken Presentation

___/20	EXCEEDS EXPECTATIONS A	GOOD PERFORMANCE B	MEETS MINIMUM EXPECTATIONS C	INCOMPLETE D/F
<b>Am I understood?</b>	My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	My accent sounds more American than one that is authentic. Pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.	I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6
<b>Is the presentation interesting and informative?</b>	I used visuals, sound and design to effectively emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers.	I did not use visuals, sound and/or design to help the content of the presentation. I did not take the audience into consideration when selecting and organizing content.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6

## Written Presentation

___/50	EXCEEDS EXPECTATIONS A	GOOD PERFORMANCE B	MEETS MINIMUM EXPECTATIONS C	INCOMPLETE D/F
<b>How accurate is my language?</b>	I have full control of studied structures. Any other errors are minor and do not interfere with message.	I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.	I have partial control of studied structures. Errors begin to cause some confusion for the reader.	I have little to no control of studied structures. The reader is often confused even when rereading the text.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6
<b>How rich is the vocabulary?</b>	I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.	I use a wide variety of new vocab/expressions appropriately.	I mostly use a wide variety of familiar vocabulary, and many include a few new vocab-expressions.	I rely on simple and familiar vocab that sometimes may not relate to the topic.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6
<b>How well do I complete the task?</b>	I elaborate to complete the task by adding interesting and relevant details.	I complete the task.	I complete most of the task.	I omit major portions of the task.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6
<b>How are knowledge and understanding of the target culture represented?</b>	I accurately present information about the target culture; the relationships among products, practices and perspectives are included.	I accurately present information about the target culture; products, practices and perspectives are identified.	I present some information about the target culture; some products and/or practices are identified.	I present some information about the target culture, but do not attempt to include products, practices or perspectives.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6
<b>How organized is my presentation?</b>	My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed.	My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all.	My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order.
	10 9.5 9	8.75 8.5 8	7.75 7.5 7	6.75 6.5 6

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

## Interpersonal Assessment

Notes to teacher

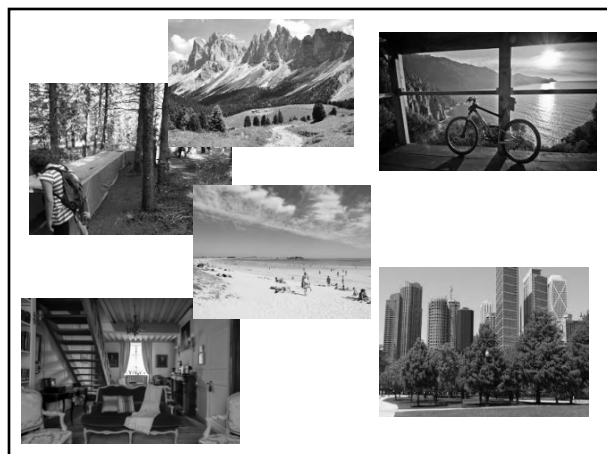
- The assessment is between 2 students who are selected at random.
- Students are given up to 2 minutes to show what they can do.
- If a prompt requires images, they should be images that have been used throughout the unit and images that reflect the target culture.
- Retakes are allowed. The second score counts. There is no need to change the prompt. If images were used, the images would be different.

## Interpersonal Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural Activities

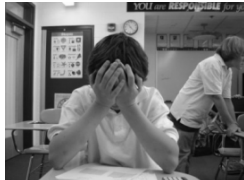


## Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.



## Assessment vs. Evaluation



Formative vs. Summative



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>  
Markus Koljonen - website: <http://blackswan.carbonmade.com>

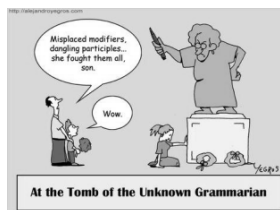
Laura Terrill, Crystal Lake 2015

74

## Possible Gradebook Categories

%	Category	What it measures.
10%	Learning Practice	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.
30%	Interpersonal (Speaking)	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
30%	Interpretive (Reading and Listening)	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
30%	Presentational (Speaking or Writing)	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product.

## Conventions



*"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."*

Laura Terrill

Ruth Culham

## Conventions

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill

## Consider the following activities...



- Make the following sentences negative.
- Write the question that will give you the answer.
- Replace the noun with the direct object pronoun.
- Rewrite the sentence in the preterite.
- Tell me what you doing this summer. Use the future tense.

Laura Terrill

76

## Grammar in Context

**P**resentation**A****C****E**

Laura Terill

Shrum &amp; Glisan

## Bébé Lilly: Les bêtises



J'ai tout mangé le chocolat J'ai tout  
bu le cola cola Et comme t'étais  
toujours pas là J'ai tout vidé le  
Nutella j'ai tout démonté tes  
tableaux j'ai tout découpé tes  
rideaux Tout déchiré tes belles  
photos Que tu cachais dans ton  
bureau.

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terill

## Bébé Lilly: Les bêtises

I ate all the chocolate  
I drank all the cola cola  
And as you were still not there  
I finished all of the Nutella  
I took down all your pictures  
I cut all your curtains  
Tore all your beautiful pictures  
That you were hiding in your desk



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terill

## Grammar in Context

**P**resentation**A**ttention**C****E**

Laura Terill

## Bébé Lilly: Les bêtises

J'**ai** tout **mangé** le chocolat  
J'**ai** tout **bu** le cola cola  
Et comme t'étais toujours pas là  
J'**ai** tout **vidé** le Nutella  
j'**ai** tout **démonté** tes tableaux  
j'**ai** tout **découpé** tes rideaux Tout déchiré tes belles  
photos Que tu cachais dans ton bureau



<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>  
[http://www.dailymotion.com/video/xktt8\\_bebe-lilly-les-betises\\_music](http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music)

Laura Terill

## Grammar in Context

**P**resentation**A**ttention**C**o-construct**E**

Laura Terill

## Passé composé

*manger* Hier, j' **ai mangé**

*tirer* D'abord, j' \_\_\_\_\_ sur la queue de mon chat.

Laura Terrell

## Passé composé

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, \_\_\_\_\_ mon frère.

Laura Terrell

## Passé composé

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, \_\_\_\_\_ mes devoirs.

Laura Terrell

## Passé composé

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*Frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, **j'ai oublié** mes devoirs.

*jurer* Enfin, \_\_\_\_\_ à mon père et il m'a grondé.

Laura Terrell

## Passé composé

*manger* Hier, j' **ai mangé** le chocolat.

*tirer* D'abord, **j'ai tiré** sur la queue de mon chat.

*Frapper* Puis, **j'ai frappé** mon frère.

*oublier* Aussi, **j'ai oublié** mes devoirs.

*jurer* Enfin, **j'ai juré** à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

Laura Terrell

## Grammar in Context

**P**resentation

**A**ttention

**C**o-construct

**E**xtend

Laura Terrell

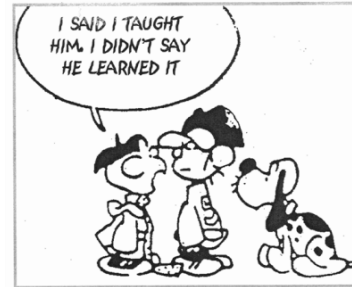
## Extend

- Exit slip asking students to write 3 things they did last night, when they were naughty, etc.
- Homework asking them to do the same. Generate list of regular verbs and ask them to say if they did or didn't do the things. Verbs should be verbs they want to use. List generated together in class.
- Next day begins with image with known actions – students say what person in picture did.

Laura Terrill

95

## What about discrete point skills?



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92

## Write to incorporate structures.



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits

Laura Terrill

## Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Laura Terrill

## Yesterday – Today - Tomorrow

What did you do?



What are you going to do?

What are you doing?

Laura Terrill

## Grammar in context

You've overheard conversations about how children go to school. Fill in the missing word.

1. Comment les enfants \_\_\_\_\_ à l'école?
2. Moi, je \_\_\_\_\_ souvent à l'école en bus mais quelquefois mes amis et moi \_\_\_\_\_ en voiture.
3. Les enfants à Abidjan \_\_\_\_\_ à pied.
4. Au Sudan, Marie y \_\_\_\_\_ à cheval.
5. Anne et moi habitons près d'un fleuve et nous y \_\_\_\_\_ en bateau.
6. Et toi, comment tu \_\_\_\_\_ à l'école?

Laura Terrill

96

## Grammar in context

Your friend has sent you a postcard describing his visit to Paris. You are trying to figure out what he did when. Complete each of his sentences with the correct form of the verb "visiter".

Me voilà à Paris! Ce matin, j'ai déjà \_\_\_\_\_ le Louvre, un très grand musée. Maintenant je \_\_\_\_\_ la Tour Eiffel d'où j'écris cette carte postale. Et ce soir je vais \_\_\_\_\_ Montmartre. Et toi, quand tu es allé à Paris, qu'est-ce que tu as \_\_\_\_\_?

*Here I am in Paris. This morning I already visited the Louvre, a very large museum. Now, I am visiting the Eiffel Tower where I am writing this postcard. And tonight I am going to visit Montmartre. And you, when you went to Paris, what did you visit?*

Laura Terrell

97

## Functional Vocabulary List

1. I can talk about the reasons for taking a vacation.	
	Why do people travel?
	People travel...
	...to take a break.
	...to relax.
	...to visit other places.
	...to learn new things.
	...to meet new people.
	...to escape.
	Why do you want to travel?
	I want to travel because...
	Are you a tourist or a traveler?
	I am a...because...
Personal vocabulary	

2. I can talk about where I and others want to go and ask for and give reasons.	
	Where do you want to go on vacation?
	I want to go...
	...to the beach.
	...to the mountains.
	...to the countryside.
	...to the forest.
	...to a city.
	Why?
	...because I like it.
	...because it's fun.
	...because I want to [swim].
Personal vocabulary	

3. I can share details on future vacations - where, with whom, when, etc.	
	Where are you going?
	I am going to...
	I am staying home/here...
	When are you going on vacation?
	When are you going there?
	...in June
	...in July
	...in August
	For how long?
	5 days
	2 weeks
	the whole month
	Who are you going with?
	I'm going with my grandparents.
Personal Vocabulary	

5. I can state how I felt about a vacation.	
	How was it?
	It was...
	really great.
	great.
	impressive.
	tremendous.
	horrible.
	awful.
	frightening/scary.
	Great!
	Fun!

6. I can compare how people spend vacation time in other cultures.	
	Americans prefer...
	The (French) prefer...
	The most popular destination in (country) is...
	Beaches are more popular than mountains.
	The (Spanish) like to...
	Americans like to...
	How many weeks of vacation do the (Germans) have?

## Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List places where you want to go.
2. Say what the weather is like and what you want do.
3. List all the words you can that you associate with summer.

Laura Terrill

103

## Vocabulary in Context

It's difficult for me to decide where to go on \_\_\_\_\_. I really love the \_\_\_\_\_ because I like to swim. But, I also enjoy the being in \_\_\_\_\_ where I can walk and hike. The most important thing is to be able to relax and spend time with family or friends. \_\_\_\_\_ are often too busy because there is so much to see like museums and monuments. Of course, it's an \_\_\_\_\_ to try new food in different restaurants.

cities beach adventure vacation parks mountains

Laura Terrill

104

## Authentic Text



written by native speakers for native speakers

- provides visual support
- is culturally rich
- provides models of correct language

Laura Terrill

105

## Plusieurs des fameux cochons nageurs des Bahamas sont morts, le mystère est total



Ces animaux sont particulièrement prisés des touristes, qui font des milliers de kilomètres pour nager avec eux.

**ANIMAUX** - Mais qu'arrive-t-il donc aux célèbres cochons nageurs de "Big Major Cay" dans l'archipel des Bahamas? Au cours du weekend du 25 février, sept d'entre eux ont été retrouvés morts, visiblement empoisonnés.

Sur l'île de Big Major Cay, également appelée Pig Island ou l'île aux verrats, ces petits cochons nageurs font la joie des touristes, qui viennent toujours plus nombreux pour les visiter. Mais ce succès est à double tranchant. Car comme l'explique Wayne Nixon, un des propriétaires des animaux, les touristes nourrissent les cochons, parfois à tort et à travers. Et c'est sans doute la cause de leur mort.

<http://www.huffingtonpost.fr/2017/02/27/plusieurs-des-fameux-cochons-nageurs-des-bahamas-sont-morts-le/>

## Une baleine à bosse passe juste devant lui mais il est trop captivé par son téléphone pour le remarquer



Pour Eric Smith qui a pris cette photo au large de Redondo Beach en Californie, cette image est tout simplement le "reflet de notre époque". Dans les commentaires de sa publication, le photographe américain dévoile les coulisses de sa prise de vue: "Des baleines sautaient hors de l'eau à Redondo et ce petit bateau à voile a manœuvré jusqu'à l'endroit où cela se passait. J'étais à 15 mètres quand une baleine et son baleineau sont sortis de l'eau, juste à côté du bateau. Le type n'a jamais levé les yeux de son téléphone. Deux femmes à l'avant du bateau prenaient des photos mais lui n'a rien remarqué."

Interrogé par CBS News, Eric Smith a confirmé son témoignage et expliqué qu'une baleine est souvent petit ont joué longtemps à la surface de l'eau sans que l'homme au smartphone ne remarque quoi que ce soit. "Il aurait pu être en train d'écrire à sa mère à l'hôpital pour ce que j'en sais, mais je pense que c'est dommage qu'il ait manqué un si beau moment qui s'est déroulé à moins d'un mètre de lui", a également confié le photographe.

Laura Terrill, Crystal Lake 2015

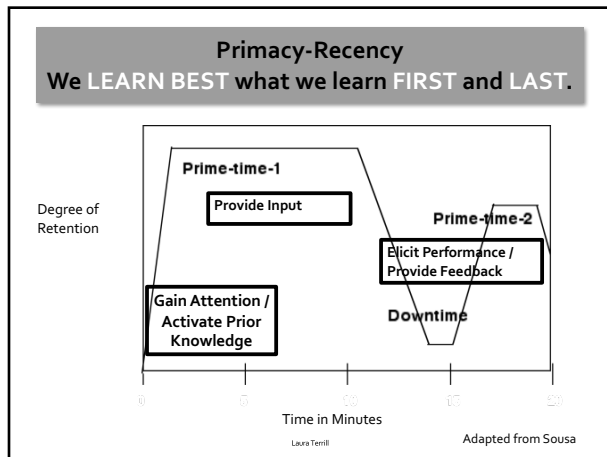
107

## Tips for finding authentic text

- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Become a fan of Pinterest.
- Become a fan of Huffington Post — Arabic, French, German, Greek, Italian, Japanese, Korean, Portuguese, Spanish
- Adapt the task, not the text.

Laura Terrill

108



**Each LEARNING EPISODE is guided by a KEY QUESTION.**

What will the students be required to do, say, make, or write at the end of a learning episode that will prove to them and to the teacher that they have met the learning target?



Laura Terrell

**Getting Started**



Laura Terrell

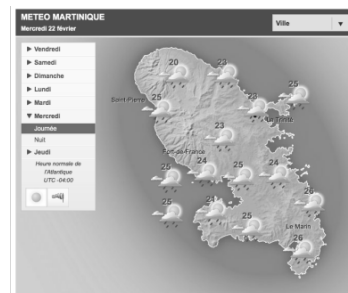
111



What season do you prefer?  
Why? What do you do when it....



Do you want to go? Why or why not?  
What are you going to do there?



<http://www.meteofrance.gp/previsions-meteo-antilles-guyane/temps-pour-les-prochains-jours/martinique/972>



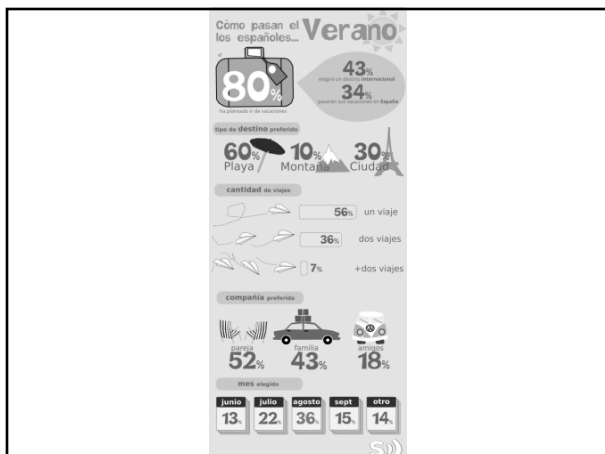
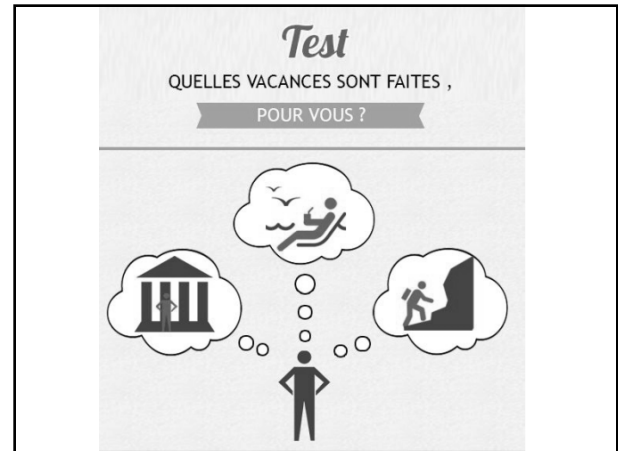


## Où va cette personne?

### Vêtements :

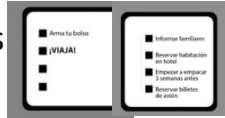
- Combinaison ou duo blouson respirant imperméable avec pantalon matelassé (style Gore Tex)
- Pull en laine et veste polaire, col roulé
- Gants ou moufles pour skier et pour sortir en station
- Bonnet, bandeau, cache-oreilles
- Une écharpe
- Un sac à dos pour le pique-nique sur les pistes.
- Pantalon, sweat
- Tee-shirts à manches longues
- Gantes chaussettes en laine, sous-vêtements thermolactyl pour le haut et le bas (on évite le coton qui retient l'humidité)
- Pyjama
- Maillot de bain

<https://www.abritel.fr/info/guide/idees/vacances-montagne/checklist-ski>





## Extend to other modes



### Interpersonal

You are traveling with someone who prefers to be a tourist. You, on the other hand, are definitely a traveler. Make plans for a day. You are both going to have to compromise.

### Presentational

Write about your ideal vacation day as a traveler or a tourist. What did you do? Where did you go? What did you learn or try for the first time.

Laura Terrill

133

## Thank You



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134